

Milestone Number:	3
Regional Cluster Name	Rotorua Town and Country Cluster
Contract Number	10-0242
Lead School/Legal Entity	Mamaku School
Date	May 2011
National Facilitator	Toni Twiss
Project Director/s	Lorraine Taylor
Facilitator/s	Paula Jamieson

Milestone 3 Tasks**3.1 Liaise with the National Facilitator assigned to this project;**

What did we do?	Who was involved?	What was the outcome?
Toni Twiss visited Mamaku Primary on the 3rd of May - doing a tour of the school.	Lorraine Taylor, Kim Dalton and Toni Twiss	First time meeting with National Facilitator, opportunity to discuss where Cluster is and to show where Mamaku School is at present in terms of ICT.
National Facilitator met with Cluster Facilitator and Directors (at Glenholme School)	Toni Twiss, Lorraine Taylor, Nancy MacFarlane, Paula Jamieson	Current practice re Milestone Reporting and VLN introduction and implementation was discussed. Next steps re Blended learning delivery was shared.
Email contact between National Facilitator/Facilitator and Director	Toni Twiss to Lorraine Taylor and Paula Jamieson	Notification of changes re leadership, delivery and VLN expectations.

- Report on your programme implementation during the milestone period and provide an explanation for variation from the planned programme as necessary.**

What did we do and how often?	Was it effective?
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Cluster Wiki

<http://townandcountry-rotorua.wikispaces.com/>

Cluster Principals/Management team met to discuss and reflect on Cluster Goals, with a required outcome to reflect on, align and create a more succinct and manageable overview.

Please visit individual school cluster pages (also linked to from Town and Country wiki) to view their school implementation of ICT and SOLO linked experiences specifically related to the Milestone 3 time period.

(See Facilitators Reflection below)

SCHOOLS:

[Mamaku - Milestone 3](#)

[Otonga - Milestone 3](#)

[Ngongotaha - Milestone 3](#)

[St Mary's Rotorua - Milestone 3](#)

[Aorangi - Milestone 3](#)

[Kawaha Point - Milestone 3](#)

[Kaharoa - Milestone 3](#)

No previous goals/success criteria were removed but rather an overarching focus became apparent so therefore took president over others. Please see the document below

<http://dl.dropbox.com/u/892663/>

[Cluster%20Goal%20Alignment%202011%20-%20final.pdf](#)

Please also visit individual school cluster wiki pages to view their **EVIDENCE** of school implementation of ICT and SOLO linked experiences specifically related to the Milestone 3 time period.

(See Facilitators Reflection below)

SCHOOLS:

[Mamaku - Milestone 3](#)

In School PD Focus Term 1/2:

- Blogging
- Integrating ICT into daily programmes
- Web 2.0 Tools
- Introduction of iPads

[Otonga - Milestone 3](#)

In School PD Focus Term 1/2:

- Ultraset
- Web 2.0 Tools
- Digital Cameras

[Ngongotaha - Milestone 3](#)

In School PD Focus Term 1/2:

- Web 2.0 Tools
- Linking ICT to SOLO planning
- Websites to enhance learning and lift student achievement
- Setting staff ICT Goals and direction

[St Mary's Rotorua - Milestone 3](#)

In School PD Focus Term 1/2:

- Mobile Devices (iPods/iPads)
- Linking ICT to SOLO planning
- Flip Video's
- KnowledgeNet

[Aorangi - Milestone 3](#)

In School PD Focus Term 1/2:

- Infusing ICT into Literacy programme
- Websites to enhance learning and lift student achievement
- Setting staff ICT Goals

[Kawaha Point - Milestone 3](#)

In School PD Focus Term 1/2:

- Setting staff ICT Goals and direction
- IWB's

[Kaharoa - Milestone 3](#)

- Set up and Introduction of iPads
- Blogging
- Web 2.0 Tools

FACILITATOR:

Cluster Collaborative Space was set up.

Facilitators timetable was shared.

Each school was provided with an online space to record interactions with Facilitator.

<http://paulaspages.wikispaces.com/Schools>

Individual school pages stating: Date, Timeframes, Programme, Who was involved, Future follow-up.

Shared Resource Pool

<http://paulaspages.wikispaces.com/Resource+Pool>

An online space was created to share websites across both clusters.

Cross Cluster Lead Teacher Professional Learning took place.

Shared Cluster online spaces were established for hosting recorded teacher and student voice.

A shared online space was created in the Virtual learning network.

Leads teachers established individual school pages within the VLN.

Several Lead teachers also chose to establish their own individual profile pages.

Weekly workshops were run by facilitator in Term 1 and by lead Teachers in Term 2:

Workshop Bookings

<http://paulaspages.wikispaces.com/Workshop+Booking>

Individual Workshop pages for Term 1:

[Voicethread](#)

[Blog it!](#)

[Click IT](#)

- Websites to enhance learning and lift student achievement

<http://paulaspages.wikispaces.com/>

<http://paulaspages.wikispaces.com/Timetable>

Please visit individual pages to view content:

[Mamaku](#)

[Otonga](#)

[Ngongotaha](#)

[St Mary's Rotorua](#)

[Aorangi](#)

[Kawaha Point](#)

[Kaharoa](#)

Feedback has been extremely positive for this area as teachers are able to 'dip in as needed', it provides a central place to save teachers time and for them to be able easily share with others via a staff or team meeting.

<http://www.only2clicks.com/pages/paulajamieson/408524>

<http://paulaspages.wikispaces.com/Lead+Days>

[Rotorua Teacher's Talk](#)

[Rotorua Student's Talk](#)

These areas are currently in their infancy stage and we are looking forward to developing them further.

<http://www.vln.school.nz/pg/groups/26610/rcict-amp-rotorua-town-and-country-clusters/>

[Mamaku's VLN Profile](#)

[Otonga's VLN Profile](#)

[Ngongotaha's VLN Profile](#)

[St Mary's Rotorua VLN Profile](#)

[Aorangi's VLN Profile](#)

[Kawaha Point's VLN Profile](#)

[Kaharoa's VLN Profile](#)

This is an ongoing area that needs further development.

For example

Otonga Lead

<http://www.vln.school.nz/pg/profile/Kathc>

Kawaha Point Lead

<http://www.vln.school.nz/pg/profile/pedenk>

St Mary's Lead <http://www.vln.school.nz/pg/profile/Ane.Cato>

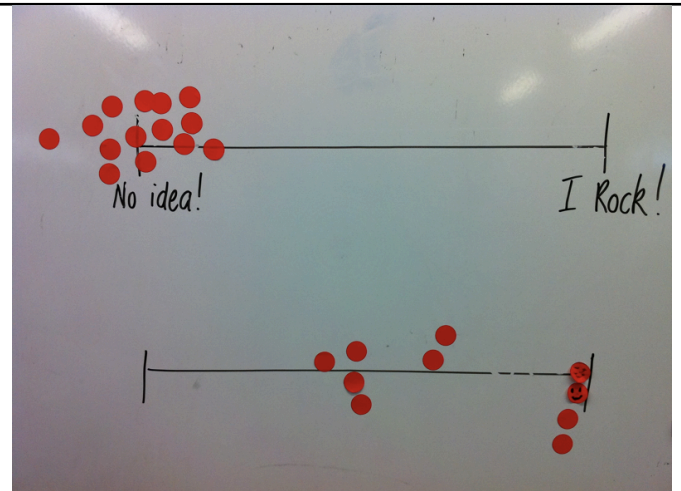
An example of teacher reflection at the Voicethread Workshop.

Teachers recorded their current understanding prior to and after professional learning.

[Thinkers Toolbox](#)
[Tools of the Trade](#)
[Wicked Websites](#)

Workshop Reflections

<http://paulaspaces.wikispaces.com/Reflections>



Upload a succinct summary of your reflections into the VLN

- Cluster Contribution from St Mary's School, Rotorua can be viewed here

<http://www.vln.school.nz/pg/resources/paulajamieson/read/47433/st-marys-school-reflects-how-do-you-shift-teacher-practice-in-terms-of-utilising-icts-to-promote-learning>

- a. **Provide a summary of progress towards cluster programme goals. Include any relevant information that is not recorded in your online professional reflections at this point.**

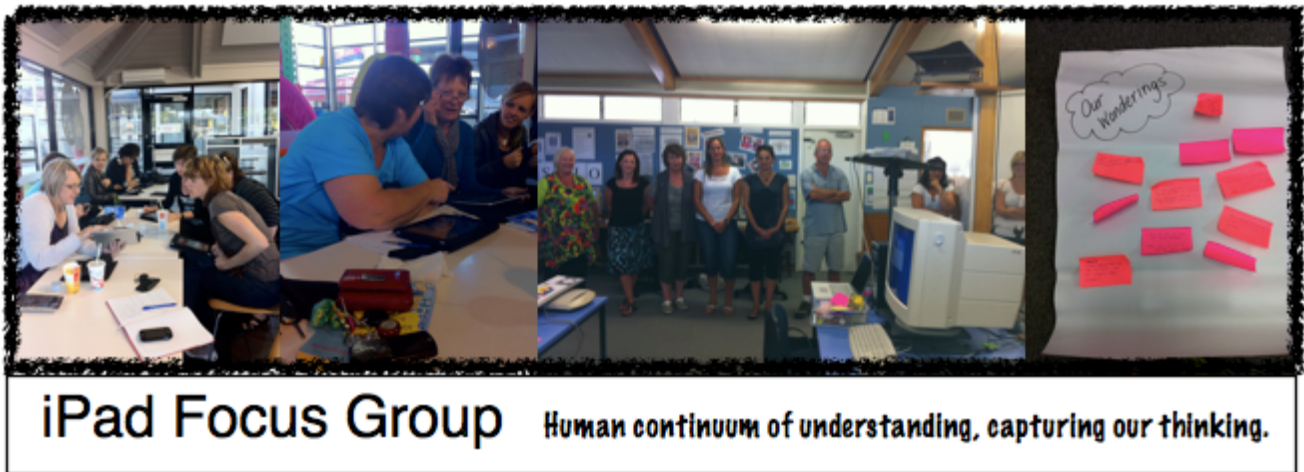
View Principal's Reports and reflections on individual school pages from within our Cluster wiki

Mamaku <http://townandcountry-rotorua.wikispaces.com/Mamaku+School#Report>
 Otonga <http://townandcountry-rotorua.wikispaces.com/Otonga+2011#Report>
 Ngongotaha <http://townandcountry-rotorua.wikispaces.com/Ngongotaha#Report>
 Aorangi School <http://townandcountry-rotorua.wikispaces.com/Aorangi+School#Report>
 Kawaha Point School <http://townandcountry-rotorua.wikispaces.com/Kawaha+Point+School#Report>
 Kaharoa School <http://townandcountry-rotorua.wikispaces.com/Kaharoa+School#Report>
 St Mary's Catholic School <http://townandcountry-rotorua.wikispaces.com/St+Mary%27s+Catholic+School#Report>

This Cluster has:

- An experienced Director who is a confident leader and role modeller of effective e-learning practice.
- A group of skilled and motivated lead teachers who are successfully implementing new and existing technologies in their schools.
- A diverse range of teacher ability and knowledge relating to e-learning.
- An on going commitment to sustainability and ensuring the success of the learners within it.
- An experienced facilitator who caters for individual needs and school direction.

Summary of progress that has been made towards achieving your programme goals:



Goal 1 - Town & Country Cluster

Akoma are using e-learning and SOLO Taxonomies to support and enhance their achievement.

E-Learning online environments have been successfully set up and nurtured across cluster schools - be they in a variety of modes and mediums (Blogs (Classblogmeister and Blogger) *Ultraset* and *KnowledgeNet*).

See examples here

St Mary's KnowledgeNet <http://www.stmarysrotorua.school.nz/>
 Username: t.twiss
 Password: t.twiss

Please note: This username and password gives you access to Room 9 and Mrs Cato's Enrichment Class.
 Focus for 'visit': Room 9 'Learning Journals and Learning Stories and Forums' - eg: See Hozanna Lopez, Ryleah Bourke Palmer (note peer and parent feedback and interaction)
 Mrs Cato's Enrichment class 'Every week's class details and Learning Journals' eg: See Learning Journal for Liam Macmillan

Otonga Ultraset [Address: http://www.otonga.school.nz/Home/](http://www.otonga.school.nz/Home/)
 Username: MOE
 Password: MOEpassword

Otonga Class Blog http://www.classblogmeister.com/blog.php?blogger_id=305016
 Please Note: This teacher has chosen to have an Ultraset space but also maintain a class blog environment.

Kawaha Point Blogs <http://space5learning.blogspot.com/> (Newly created)
<http://space17kawahapoint.blogspot.com/>

Kawaha Point Team Webpages <http://www.kawaha-point.school.nz/Site/Home.ashx>
 Please note: Teams also maintain a webspace for sharing and communication with parents.

Mamaku Blog <http://mmkclass5.blogspot.com/> (Newly created)

Our Cluster Management team, which includes Director, Facilitator and Principals (furthermore referred to as 'We') feel that it is now time to discuss and raise questions of "Purpose, Intent and Effectiveness".

With the introduction of Learning Management Systems (LMS) St Mary's are using *KnowledgeNet*, Otonga and Aorangi (only purchased this term) are using *Ultraset*, our online environments are evolving and teachers are questioning their purpose. It is vital that staff (and students) have clear documented and transparent direction for use of any online environment. We feel this is best negotiated and shared with whole staff to ensure 'buy in'.

We would also now encourage dialogue around the ownership of these environments. Are students driving their learning or are teachers managing a 'controlled' space? We need and should expect far more than a showcase of learning but rather a rich and evolving landscape where children benefit from sharing their thinking and challenging the thoughts of others. For example St Mary's are using their in school PD sessions this term to focus on capturing student voice and reflection within their LMS.

Worthy of considering, the levels of Blogging (as shared by Lyn Ross, facilitator of Te Apiti ICT Cluster)

Level 1: The Worldwide Classroom Wall (e.g.. displays/photos/lots of 'icing')

Level 2: Showcasing (e.g.. We did this, we went here)

Level 3: Tool for Learning (e.g.. Questions for discussion, Work in progress)

If you were viewing such environments you would notice a change in comments through each layer (e.g.. **Learning 2** = Awesome/Cool, **Learning 3** = Agree, Disagree, comments are richer).

Resources such as Andrew Churches Blogging Rubric <http://edorigami.wikispaces.com/> (view pdf of rubric here <http://dl.dropbox.com/u/892663/blogging%20rubric.pdf>) are useful tools, especially if negotiated and created by staff and students together (therefore owned and personalised).

We will now ask the question "How are these environments contributing to **lifting** student achievement?"

Strengthening online learning communities and cross cluster communication will provide an initial safe platform for learners to interact, question and share their learning. Often for many teachers this is seen as the first step before 'taking on' the wider world. Encouraging teachers to collaborate with schools in other hemispheres will be a future step. Although our digital natives maybe 'worldly' in their communication it is necessary to nurture our teachers to have the confidence to be the guide on the side and feel secure in removing the walls of the classroom.

Goal 2 Town & Country Cluster

Principals will coordinate the development of e-learning for ALL Akona.

We feel that rigorous discussions need to continue to take place to challenge the existing and ongoing practices within our schools, these need to be both at Management level and at Staffroom level.

We would raise these questions

Are our current e-learning practices meeting the learners (be that teacher or student) needs?

Are our current e-learning practices sustainable? Both funding wise, with the ongoing development of mobile technologies and skill wise, with consideration to "Are we in a guru loop?" as suggested by *Julia Aitken (Ulearn 2009)*, specially in relation to paid 'specialists' that maintain our connectivity and/or hardware and to specific teachers (not always Leads) that support teachers and learners.

Are 'we' change ready? (Our learners are!)

Are we continually reflecting, refining and refocusing?

"If any group is too busy to reflect on the processes of how they are working, it is too busy to work on improving." *Robert Garmston*

Access to reliable equipment or consistent internet continues to be a problem at more than one of our cluster schools with teacher frustration being a very real barrier to continued use and authentic integration. Individual schools are all committed to addressing these issues by replacing servers and increasing wireless connectivity. At least one of our schools are currently involved in the SNUP upgrade (Kawaha Point).

Management must continue to ensure that informed decisions are continually made re equipment purchases and connectivity.

Using Cluster 'power' for bulk purchasing is an added bonus. Communication with and building ongoing business partnerships needs to continue to ensure this happens.

Goal 3 Town & Country Cluster

Increase teacher knowledge and expertise that will work towards raising student achievement through e-learning and SOLO Taxonomy.

Douglas Reeves (2010, ASCD), in his book *“Transforming Professional Development into Student Results”* states that

“ High Impact professional learning has three essential characteristics: (1) a focus on student learning, (2) rigorous measurement of adult decisions, and (3) a focus on people and practices, not programmes.”

Teachers within each of our cluster schools and across the cluster are beginning to effectively model and share their practice. Relationships are developing between teachers at different schools (this is supported through our cross cluster professional learning opportunities) and with the advent of blogging, it is hoped that classroom walls will be removed and students will be able to take an active part in the learning of their peers, other classes and schools, in and beyond New Zealand.

After professional learning opportunities (such as this year’s ‘Learning at Schools’ conference our cluster was represented with significant numbers attending and several presenting eg Three teachers from Kawaha Point presented on ICT to motivate writing with SOLO) We are concerned that in some cases only minimal transference can be seen back into classrooms. We feel that we need to address the feedback and sharing of this experience more explicitly. To address this at our next management meeting we will discuss the possibility that we hold ‘Cluster Share Events’ which will target those that have attended National Conferences and provide the opportunity for teachers to have ‘10 minutes to shine’. It would therefore be an expectation that those that attend a conference share back one thing they **intend** to use in their classroom (for accountability, evidence of this could at a later date, be posted onto the cluster wiki). We feel this will ensure a greater cross school and cluster sharing of knowledge, and therefore have a greater impact on our learners.

For the rest of this year and into the next we hope that ALL teachers will share their e-learning and SOLO classroom practice, in some capacity with teachers from schools other than their own. Our online sharing spaces, ‘Rotorua Teachers Talk’, <http://www.rotoruateacherstalk.blogspot.com/> and ‘Rotorua Students Talk’ <http://rotoruastudentstalk.blogspot.com/> is another avenue to support this happening. It is our hope that in the future we will have students lead this modelling (initially supported by their classroom teachers and leads from within their school).

Goal 4 Town & Country Cluster

Communicate changes in pedagogy and use of e-learning and SOLO Taxonomy to the school community.

Individual schools are mainly reporting back to community at this stage through newsletters, some are beginning to use online communication (especially those with LMS). With the recent introduction of Super Clubs Plus (ALL lead teachers attended an afternoon workshop with Jan Coleman, Term 1, 2011) through several of our schools it has highlighted the need for better Cybersafety policies and explicit teaching and a raised awareness of e-learning practices for our parents and community.

One of our cluster schools has begun the Computers in Homes programme (Mamaku) which is proving highly successful in not only lifting parents skill levels but is making them aware of the wider online world and all it has to offer.

In an attempt to educate and inform we will encourage cluster schools to host informal ‘open’ e-learning events for both BOT and community members. Ngongotaha held one such similar event last term to survey parents wants re ICT learning for their children. Events such as mini-showcases but led by learners e.g.. “Our Junior classes (or suite) will be open between the hours of 3.30 - 5 or 5.30 - 7 (depending on individual school community, these sessions may also be useful during school time?) so that our students can share their e-learning with you”.

Students could not only show parents examples of work but how they access the internet and what sites they use to enhance their learning. Small steps to encourage and support both student and family. Information evenings for parents and Whanau are also to be encouraged such as "Internet Safety" and "Are games learning?" (Lifting student achievement through the use of online games). Open lessons on "Are my kids flying SOLO?" may also be useful to highlight the language and learning with SOLO Taxonomy. Schools sharing 'in class' resources with parents, such as Ngongotaha's Junior School hand signal resource would be invaluable. Our learners are informed but are our parents?

Goal 5 Town & Country Cluster

Inter-school and across-school collaboration within the cluster extends professional learning and enhances pedagogical practice and culminates in a series of e-presentations for a national audience.

Continued sharing by facilitator, leads, teachers and learners, viewing of best practice, 21st Century Learning and authentic ICT integrated learning opportunities needs to continue, and be sustained both through our Cluster online environments <http://townandcountry-rotorua.wikispaces.com/>, <http://rcict.wikispaces.com/>, <https://paulaspaces.wikispaces.com/> and through sharing at Cluster events and beyond (National Conferences).

"If we want to grow in our practice, we have two primary places to go: to the inner ground from which good teaching comes and to the community of fellow teachers from whom we can learn more about ourselves and our craft.....Good talk about good teaching is what we need - to enhance both our professional practise and the selfhood from which it comes. "
Parker. J. Palmer

We hope that through contributing to the Virtual Learning Network (VLN) and watching this space populate with useful reflective summaries, our Principal's and teachers will find this environment a valuable educational resource, as well as being a place to communicate, connect and collaborate.



Learning the 'Tools of the Trade' iPad Workshop at 'Learning at Schools'

Key lessons for the cluster/s

Facilitators timetable is predetermined for the whole year and time is allotted according to school size so it is vital that communication, organisation and school wide/staff focus is continually revisited. Leads currently email facilitator ahead of time to organise her time in their school, the earlier this can be done the better. Those schools that are forward planning their term's PD opportunities (negotiated with staff) are having better results than those that 'allot' time and focus (e.g.. "I was told I had time with you today...").

Continued reflection and sharing within and across school's re SOLO implementation and resources is important. There is a demand for those that have shared at National Conferences to host staff meetings at several Cluster schools, it may be worth considering nurturing these teachers to share in front of a larger audience (e.g. an after school 'open' cluster meeting or a Cluster Conference). We have a Cluster Conference planned for Term 4, October 25th.

Currently professional learning opportunities across our cluster have been predominantly focused on classroom teachers, it is imperative that we also focus on Management teams and Principal's so that they too are informed of current e-learning practise and provided with the opportunity to reflect on their journey with their peers.

Our next steps towards achieving the cluster goal/s

To encourage and support collaboration through our online environments at our next Lead Team meeting (May 26th, 2011) teachers will be directed to a page on our shared wiki where all Blog and Weebly addresses can be shared <https://paulaspages.wikispaces.com/Directory> . From here we will examine the possibilities of setting up cross cluster groupings (Blogging Buddies) and also we will share this 'directory' with other clusters and facilitators who may then be able to connect us with the wider world.

Our facilitator intends to continue to introduce Web 2.0 tools to enhance the collaborative process such as Voice thread and Wall Wallwisher, so that learners can not only communicate and invite others to comment but can also share their experiences through their online environments by publishing these tools.

Developing a regular informal sharing platform (such as 'Cluster Share', 'Inspire' gatherings) will be our next step focus, St Mary's and Kaharoa both have reliable wireless internet access available. We will hold our next event at Otonga to 'test' their connectivity with a larger group.

Reflecting on this Milestone as a Management group and Lead team will be vital to ensure we are all aware of the challenges that lie ahead if we are to achieve our goals by the end of next year. Also taking success criteria into consideration and measuring our current achievements against these. Are we where we wish to be and if not, what needs to be done?

Forward planning for any major events/dates next year (e.g. Cluster Conferences) may also need to be considered at this time.

Emerging issues, risks, or opportunities particularly in relation to service delivery and reporting requirements

Experiences in year one of the contract have meant that uptake and understanding of the cluster goals, direction and expectations have been varied. Sharing and revisiting our Cluster Goal alignment document is vital to ensure clarity re reporting and ongoing expectations.

Several of our schools are now having individual challenges, teacher 'wants' (re hardware and access) have become more vocal and 'urgent', we feel that this is a positive sign of 'change' .

We have had overwhelming positive feedback for our shared events (workshops, lead teacher professional learning opportunities). These events take minimal organisation (and cluster funds) and have the structure that could ensure their sustainability into the future. This term leads are taking over the delivery of our weekly workshops.

From the conversations and rich discussions that have been generated from within and across our cluster it is important to ensure a variety of PD opportunities are on offer as it has become very obvious that each school is not unique in it's 'busy' nature nor is it unique in it's diverse range of skills and continuum of ICT 'readiness'.

We would like to work on building a collective vision for the future of our cluster, which has shared beliefs that build on and nurture collaboration and communication, especially giving the changing structure of future funding and delivery across New Zealand.

b. **Provide detail of changes to programme personnel, roles, contact details etc.**

Role/ Responsibility	Name/Details
Facilitator	Paula Jamieson – employed fixed term contract for 2011

Disbursement schedule

ICT Professional Development Cluster:	Rotorua Town and Country Cluster		
Contract No.	10-0242		
Milestone No.	3		
To: Neil Melhuish e-Learning Unit Ministry of Education PO Box 1666 WELLINGTON	From: Mamaku School 54 Tarena Street Mamaku 3020		
For Professional and Operational Costs:			
	3yr Budget	Actual and committed to 30th June 2011	Cumulative %
Professional Fees	\$207,556	\$39,752.13	19%
Professional Costs	\$80,790	\$66,487.22	82%
Operational Costs	\$6,653	\$2,710.76	41%
Teacher Development Costs (if relevant)	\$25,000	\$19,850	79%
plus Goods and Services tax	\$46,666.38	\$19,320.02	
Total	\$366,664	\$148,120.13	40%

Explanation of variance of predicted expenditure of the MoE funding

Most of the Teacher Development costs were used in year 1 of the contract as we did not have a cluster facilitator for most of the year. This meant that the lead teachers had to be released more to take on roles that the cluster facilitator would normally do. In 2011 we have spent much less on TDC's from MoE money as schools are covering most of this themselves through their school contributions.

Professional costs have been higher than expected for 2 reasons, firstly the actual costs budgeted were too low in the initial contract and contractors/experts have put their fees up as well as flights have turned out to be more expensive than budgeted in the original 2009 proposal.

Secondly due to unexpectedly not having a cluster facilitator for much of 2010 outside experts were used to support the lead teachers in their first year of the contract. The work the cluster has put into SOLO has been extensive and required more time with the outside experts than originally expected.

The 2012 budget will have to take into account these changes and reflect this in the variation. The professional fees costs have been much lower than expected because there was no cluster facilitator from May 2010- Dec 2010.

The overall expenditure is on track at 40 % by end of May 2011.

School Contribution Variances

The budget funding schedule of your contract (variation) shows the value of individual school contributions that were pledged to allow your cluster programme to be implemented. Complete the following table and indicate if your schools' contributions approximated those pledges. If not then provide an explanation of why not and how the cluster will ensure that shortfalls do not impact on the programme delivery.

School Name	Amount Pledged	Contribution approximates amount pledged? Yes/No
Mamaku School	\$2150 provided so far in 2011 (\$4128 pledged in 2011 budget)	Yes
Otonga School	\$5310 spent so far \$10,335 pledged 2011	Yes
Aorangi School	\$4 000 pledged in 2011 budget. \$1 961 provided so far.	Yes

<i>Kawaha Point School</i>	<i>\$5862.49 spent so far in 2011 \$7998 Pledged in 2011 budget</i>	Yes
Kaharoa School <ul style="list-style-type: none"> 10 February – Voice Thread workshop – 1 teacher afternoon release 23-25 February Release 3 teachers to attend the Learning @ Schools Conference – (2 teachers and the lead) 3 March - Lead Teachers Day 10 March – Click It Workshop – 3 teachers afternoon release 17 March – Thinkers Toolbox - 3 teachers afternoon release 24 March – Tools of Trade - 1 teacher afternoon release 30 March – Paula's visit – 1 days reliever 4/5 April – Principal visited 4 Wellington Schools looking at ICT 4 May – Lead Release – afternoon 6 May – E asttle – 3 teachers attended for the day 12 May – Photostory - 2 teachers afternoon release 	In Kind for 2011 Lead teacher – 8 release days and extra as per need L@S – 6 release days 8 release days staff = \$5,500 Technical support = \$2500 Capital Purchases = \$15,000 Actual 13.72 x \$250 = \$3430 (as at 12 May) Technical support = \$280.43	Yes As the year progresses Kaharoa School will reach the in kind amount pledged. Release for cluster workshops is a mix of release teachers and Principal and teachers covering depending on numbers attending and availability of relievers
<i>Ngongotaha School</i>	<i>\$8669 pledged in 2011 budget. \$9417 provided so far in 2011.</i>	Yes
<i>St Mary's School</i> <ul style="list-style-type: none"> 7 staff at Learning at Schools conference. Payment for 6 staff at \$3883.75 Relief for Learning at Schools 6 staff X3 days @ \$250 per day = \$4550 KnowledgeNET training with Sarah from Dataview (7 staff involved) = \$1300 Relief when ICT Facilitator working with teachers = \$250 Registration for conferences later in year = \$4124.99 	<i>\$10320 pledged in 2011 Total amount spent so far in 2011 is \$14108.74</i>	Yes

